

Problem-Solving Model (PSM) Procedures

Tier I

- Parent and teacher work together to Define the Problem
 - What is it?
 - When does it occur?
 - Why is this happening?
 - Analyze baseline data or develop plan for collecting baseline data?
- Based on baseline data, an intervention plan is developed.
 - Parent and teacher together brainstorm ideas for interventions
 - Develop progress monitoring plan
 - Set time table for reconvening to evaluate interventions
- Intervention plan is implemented
- Evaluate
 - Teacher and parent use progress-monitoring data to evaluate the effectiveness of interventions.

Tier II

- Steps of cyclical problem-solving model repeat, but more school personnel are involved as needed
 - Parent
 - Teacher
 - Counselor, school psychologist, reading teacher, administrator, social worker, nurse, etc.

Tier III

- Steps of cyclical problem-solving model repeat but in a more formal and systematic way and with the school-based problem-solving team.
- Recommended team participants: referring teacher, parent, administrator, psychologist, EC staff member, counselor, regular education representative, anyone else needed.
- Implementation of the Level III is guided by nine principles of the PSM:
 - Principle #1
 - Should involve seven steps
 - Develop behavioral definition of the problem
 - Generate hypothesis and assessment questions related to problem
 - Functional and multi-dimensional assessment to test hypothesis and respond to questions
 - Generation of goal statement
 - Develop and implement intervention
 - Progress monitoring

- Decision-making about effectiveness of intervention
- Principle #2
 - Collaborative consultation is the means by which PSM is conducted
 - Team work
 - No longer does one “expert” make determinations
 - Each member of team provides their expertise from their perspective
- Principle #3
 - Develop hypothesis as to why the problem is occurring
 - The hypothesis is tested through assessment questions and baseline data collection
 - Hypothesis is designed collaboratively
- Principle #4
 - Functional assessment procedures are implemented
 - Assessment is performed relevant to the identified problem, rather than determination of disability.
 - Data is collected to prove or disprove hypothesis, answer assessment questions, and provide basis for interventions.
 - Data serves as baseline, comparison to peers, and progress monitoring.
- Principle #5
 - Implementation of multi-dimensional assessment procedures – RIOT (Review, Interview, Observe, Test)
 - Four domains are considered: environment, curriculum, instruction, and learner
 - It is erroneous to conceptualize problems as always belonging to the learner.
 - Review, Interview, Observe, and Test in all four domains if relevant.
- Principle #6
 - Goals are identified that should occur as result of intervention.
 - Performance described in concrete, measurable terms
 - Period of time for intervention identified
 - Exit criteria for intervention (if involving a program placement) identified
- Principle #7
 - Development of prescriptive interventions
 - Based on data collected, address changeable variable in the relevant domains.
 - Intervention is a team effort, direct service, progress monitoring, on-going consultation and technical assistance.

- Effectiveness of intervention continuously tested and changes made when necessary.
- Principle #8
 - Progress monitoring
 - Data is collected regularly and frequently.
 - Data is graphed and analyzed.
 - Effectiveness of intervention analyzed and changes made when needed.
- Principle #9
 - Decision making based on progress monitoring data
 - Response to intervention evaluated based on progress monitoring data relative to goal.
 - Continue intervention, change intervention, new intervention
 - Evaluation of program, modify program, exit program
- Formalization of Process
 - Problem-solving model forms are completed to document each step of the process.
 - Baseline, goal setting, and progress monitoring data are systematically collected and charted to provide visual representation of skill acquisition.
 - Research based interventions are implemented.
 - In final step data is provided as evidence that student is in need or not in need of intervention with highest level of intensity – special education services.